



Your FoodCorps Story: Building Your Narrative and Resume

FoodCorps Service Member Core Competencies

The FoodCorps Core Competencies are intended to be:

- A Reference for the baseline skills and knowledge required for service members to be successful during their terms
- A Reference for the skills and knowledge FoodCorps identifies as important for professional development and leadership in the food, nutrition, and agriculture fields
- Used as a tool for service members to develop long-term professional development goals

What does “Competency” mean?

FoodCorps respects that service members have a variety of backgrounds and familiarity with the Core Competencies. We encourage using the Core Competencies to discuss your professional development goals with your Fellow, Host and Service Site. These competencies are intended to be a “living document” that will be adapted and re-visited based on feedback from Service Members, Host Sites, Service Sites, Fellows, FoodCorps staff, trainers and the broader FoodCorps community. FoodCorps acknowledges that service members will reach “competency” within varying timeframes. We are dedicated to providing support within this process and encourage feedback about the best use of the Core Competencies. Our long-term goal is to use the Core Competencies to create continuity for service member training and professional development as well as a “common language” between Service Members, Host and Service Sites, Fellows and FoodCorps staff. Please contact Erica Curry, FoodCorps Professional Development and Training Manager with input!

Dual Vision of the Core Competencies

FoodCorps’ dual vision – one that impacts both children and our service members – is mirrored in the Core Competencies we have set for our service program. The first two components of the Core Competencies, the Essential Competencies and the Leadership Skills, are the foundation on which we believe a strong future of leadership in our issue areas is built. We strive to provide our service members with experiences and training that will foster this leadership during their term of service and beyond.

The last three components of the Core Competencies, those regarding the FoodCorps pillars of Knowledge, Engagement, and Access, are the skills and understandings we believe are essential for our service members to learn in order to foster long-term impact on the students and communities they serve. While we don’t expect that all service members will spend equal time across all three of FoodCorps’ pillars during their term of service, we do expect that each service member will at least understand the components that make-up a successful and impactful school garden and farm to school program.

Essential Competencies

FoodCorps Service Members will:

- Be aware of how race and class are related to health, wellness and the food system
- Have an understanding of the role that FoodCorps plays in food, health and agriculture fields
- Feel confident accessing broader networks of professionals, organizations and resources
- Have an understating of community organizing strategies, including the basics of partnership building and meeting facilitation techniques ^{G1}
- Be versed in techniques for volunteer recruitment and retention ^{B1}
- Have an understanding of key levers impacting the success and sustainability of a healthy school food environment, including wellness committees and volunteers
- Have knowledge about how to integrate a variety of perspectives and approaches as a means of success

- Have an understanding of how food impacts health and wellness
- Have an understanding of their impact individually and collectively
- Have an understanding of the role public service plays in meeting community need

Leadership Skills

FoodCorps Service Members will have:

- Confidence being a self-directed leader ^{G2}
- Ability to motivate inspire others through example
- Openness to giving and receiving feedback
- Ability to work hard and be accountable for performance
- Ability to think strategically and know when to ask for help ^{O1}
- Appearance and behavior is appropriate and professional
- Use a pro-active approach to problem solving
- Coach, mentor and challenge peers and youth
- Responds to and shares information in a timely and diplomatic way

Knowledge

Service Members will have a broad understanding about:

- The basics of classroom and group management
- Key curriculum development knowledge, such as lesson planning, assessment, prep time and developmental stage appropriateness ^{O2}
- A basic understanding of how to work with teachers on food and nutrition curriculum integration
- How to access a variety of resources on food and nutrition education including lessons, activities and curriculum
- Techniques for cooking with kids, including basic knife skills and food safety knowledge
- Techniques for developing and delivering successful taste tests
- How to integrate a variety of cultural perspectives into teaching
- Why food and nutrition education has a positive impact on student achievement and eating habits
- How to lead experiential and engaging lessons ^{B2}
- How to work with school administrators to integrate food and nutrition education into the classroom

Engagement

Service Members will have a broad understanding about:

- Techniques for fundraising for materials to build and maintain a school garden
- Techniques for summer garden maintenance
- Basic gardening knowledge, including planting, maintaining and harvesting produce ^{O3}
- Knowledge about how to build and maintain school gardens ^{B3}
- Strategies for creating a safe environment in the garden
- How to integrate the garden into school culture

Access

Service Members will have a broad understanding about:

- The National School Lunch Program and Federal Child Nutrition programs
- How school lunch programs work, including the difference between a self-operated school lunch program and a school working with a food service management company
- How to navigate school cafeteria culture and work with Food Service Directors and cafeteria staff
- An understanding of food insecurity and the significance of the free and reduced lunch statistic
- Techniques for integrating local product into school food
- Opportunities and challenges for producers working with schools

SAMPLE JOB DESCRIPTION #1

Position: Farm Manager, School Food Production

Organization: Wood's Earth in Ithaca, NY

Position Description

Wood's Earth is a unique farm-to-school organization that engages youth and community in fresh school food through four integrated programs: School food production, the living classroom, Farm to school hub, and Community gardens. We are looking for an outgoing person with a strong background in farm management and a commitment to community-based food systems to manage our 1.5-acre school food production farm in Ithaca, NY.

Skills Desired

- Farm management ^{B3}
- Ease working with people of diverse ages and backgrounds ^{G1}
- Excellent organizational and time management skills
- Staff and volunteer management ^{B1}
- Planning and record keeping
- Independence and initiative ^{G2}
- Creativity
- Passion and positivity
- Youth engagement ^{B2}

Responsibilities

The Farm Manager will manage production and distribution of specific crops to be sold to the Ithaca City School District's central kitchen. The bulk of the job will be seeding, soil preparation, planting, cultivation, harvest, processing, delivery, ordering supplies, and coordination and management of crews made up of teens and volunteers. The Farm Manager will also help lead hands-on farm field trips for a range of youth age groups.

Rosie Radish

18 SW 1st Avenue, Portland, OR 97204 | 212-596-7045 | rosie.radish@email.com

Professional Experience

FoodCorps/AmeriCorps Service Member

FoodCorps, based with Service Site

Portland, OR | August 2013 – August 2014

- Managed and maintained school gardens at two public elementary schools. ^{B3}
- Developed and delivered experiential and engaging afterschool garden program lesson plans for two afterschool clubs weekly. ^{B2}
- Recruited and managed volunteers for both garden programs. ^{B1}
- Planned and facilitated monthly school garden committee meetings consisting of a variety of stakeholders ranging in age and background. ^{G1}

Campus Farm Coordinator

University of Northern California

San Francisco, CA | September 2011 – June 2013

- Co-managed a student farm crew of 8-10 during two academic years, including scheduling and responsibilities.
- Conducted campus outreach to recruit farm volunteers and increase participation at the weekly Student Farmers Market.
- Assisted in farming the 2-acre campus farm.

Farm Education Intern

Berry Hill Farm

Marin, CA | June 2011 – August 2011

- Taught weekly farm-based education courses to youth and adults.
- Led farm tours for summer camp groups.
- Completed farm maintenance and upkeep.

Host/Waiter

Café Luna

San Francisco, CA | August 2010 – June 2011

- Hosted and served restaurant patrons with courtesy and professionalism.
- Provided excellent and thoughtful customer service.

Skills

- Small-scale farming
- Volunteer management ^{B1}
- Farm field trip coordination
- Teaching school garden and food education to grades K-5
- Community outreach
- Independent and collaborative work ^{G2}
- Microsoft Office and Google Suite

Certifications

- Master Gardener
- ServSafe® California Food Handler

Education

Environmental Studies, B.A.

University of Northern California | San Francisco, CA | 2013

SAMPLE JOB DESCRIPTION #2

Position: Garden Educator

Organization: The Kitchen Community in Los Angeles, CA

Position Description

Primary responsibility is to work with school Garden Teams to ensure they have the materials, personnel, skills, and confidence to successfully grow vegetables in their Learning Garden. Garden Educators work closely with teachers, students, and volunteers. Garden Educators are the main point of contact for all schools with Learning Gardens; Garden Educators can expect to work intimately with up to 35 gardens.

The Kitchen Community, a 501c3 nonprofit organization, was established in 2011 as the philanthropic arm of The Kitchen restaurants with the mission to create “Community Through Food” by planting Learning Gardens in schools and community organizations across America.

Qualifications

- Minimum Bachelor degree in related field.
- Preferred Master Gardener Certificate.
- Preferred teaching experience. ^{O2}
- Experience Extensive knowledge and skills in small-scale organic food production or home gardening. ^{O3}
- Knowledge of or interest in topics including urban gardening, botany, environmental science, health and nutrition, food systems, and food access.
- Demonstrated ability to work with diverse populations including youth and adults. ^{G1}
- Strong oral and written communication skills, including public speaking skills.
- Ability to work independently and be flexible. ^{G2}
- Ability to multi-task and coordinate several major activities at once. ^{O1}
- Proficient computer and project management skills.

Responsibilities

- Serve as the primary resource to schools and TKC surrounding plants, soil, and watering techniques.
- Assist schools in developing their individual garden plans and specific gardening issues.
- Identify monthly garden needs/resources and to do's, communicate to schools through in-person meetings, email, phone calls, documents and workshops.
- Develop gardening-related information sheets.
- Review and share garden-related online resources with schools.
- Help identify and create online resources and videos for schools.
- Create content for Ideas Email and send to all regions/schools.
- Assist with Community Planting Day and site-specific event days.
- Facilitate garden skills workshops for all schools with Learning Gardens.
- Create and set the agenda/template for each garden-based workshop.
- Create documents and videos to support information learned in workshops.
- Work with Community Network Manager to pair workshops with lesson plans that are in line with the workshop theme and the goals of the organization.
- Communicate with TKC team on dates and times of events.
- Collect needed information as guided from the up to 35 school relationships during school visits.
- Communicate with team on advised milestones for schools for garden evaluation.

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Professional Experience

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FoodCorps, based with Service Site

Portland, OR | August 2013 – August 2014

- Delivered Farm to School Curriculum to five elementary classes weekly.
- Developed and delivered age- and culturally-appropriate afterschool garden program lesson plans for two afterschool clubs weekly. ⁰²
- Managed and maintained school gardens at two public elementary schools, from seed to harvest. ⁰³
- Coordinated and facilitated monthly school garden committee meetings consisting of a variety of stakeholders ranging in age and background. ^{G1}

Campus Farm Coordinator

University of Northern California

San Francisco, CA | September 2011 – June 2013

- Co-managed a student farm crew of 8-10 during two academic years, including scheduling and responsibilities.
- Assisted in farming the 2-acre campus farm.
- Conducted campus outreach to recruit farm volunteers and increase participation at the weekly Student Farmers Market.

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- Hosted and served restaurant patrons with courtesy and professionalism.
- Provided excellent and thoughtful customer service.

Skills

- Teaching school garden and nutrition education to grades K-5 ⁰²
- Lesson plan and educational resource development
- Small-scale farming
- Written and oral communications
- Strategic project development and coordination ⁰¹
- Independent and collaborative work ^{G2}
- Microsoft Office and Google Suite

Certifications

- Master Gardener
- ServSafe® California Food Handler

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